

Devyr
Press

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Girls + Comics

COMPOSITION BOOK

A resource guide to
using comics in the
classroom.

By Cosima Storz

CLASS SCHEDULE

NAME _____

ADDRESS _____

	MON.	RM.	TUES.	RM.	WED.	RM.	THURS.	RM.	FRI.	RM.
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										

MADE IN BRAZIL

USEFUL INFORMATION

LIQUID MEASURE

4 gills (gi.) = 1 pint (pt.)
 2 pints = 1 quart (qt.)
 4 quarts = 1 gallon (gal.)
 31 1/2 gallons = 1 barrel (bbl.)
 2 barrels = 1 hogshead (hhd.)
 1 cubic foot of water = 7.48 gallons
 1 cubic foot of water weighs approximately 62 1/2 pounds.

CUBIC MEASURE

1728 cubic inches = 1 cubic foot (cu. in.)
 27 cubic feet = 1 cubic yard (cu. yd.)
 16 cubic feet = 1 cord foot of wood
 128 cubic feet = 1 cord of wood or 8 cord feet

NOTE: - A cord of wood is equivalent to a pile 8 feet long, 4 feet wide, and 4 feet high.
 24 3/4 cubic feet = 1 perch (P.)
 NOTE: - A perch of stone or brick is equivalent to a section 16 1/2 feet long, 1 1/2 feet wide, and 1 foot high.
 The unit is sometimes understood to mean 16 1/2 cubic feet and sometimes 25 cubic feet.

40 cubic = 1 measurement ton, U.S. Shipping
 42 cubic feet = 1 ton British Shipping
 40 feet of round timber, or 50 feet of hewn timber = 1 ton or load

AVOIRDUPOIS WEIGHT

(Used in weighing all articles except drugs, gold, silver and precious stones)

27-11/32 grains (gr.) = 1 dram (dr.)
 16 drams = 1 ounce (oz.)
 16 ounces (7000 grs.) = 1 pound (lb.)
 25 pounds = 1 quarter (qr.)
 4 quarters = 1 hundredweight (cwt.)
 2000 pounds or 20 hundredweight = 1 ton (LT.)

NOTE: The ton and hundredweight above given are those in common use in the United States.

2240 pounds = 1 long ton (T.)
 13 1/4 cubic feet of air weighs = 1 pound

NOTE: - The grain has the same value in the Avoirdupois, Apothecaries' and Troy systems.

MISCELLANEOUS

12 units = 1 dozen
 12 dozen = 1 gross
 12 gross = 1 great gross
 20 units = 1 score
 4 inches = 1 hand
 Diameter of circle x 3.1416 = circumference
 Circumference of circle x 3.183 = diameter
 Diameter of circle squared x .7854 = area
 Atmospheric pressure is 14.7 lbs. per square inch at sea level.

SQUARE MEASURE

144 square inches = 1 square foot (sq. ft.)
 9 square feet = 1 square yard (sq. yd.)
 30 1/4 square yards or 272 1/4 square feet = 1 square rod or 1 perch
 40 square rods = 1 rood (R.)
 160 square rods = 1 acre (A.)
 640 acres = 1 square mile (sq. mi.)

A square having an area of 1 acre, measures 208.71 feet on each side.

1 township = 36 sections
 each 1 mile square
 1 section = 640 acres
 1/4 section = 1/2 mile square on 160 acres

1/8 section = 1/2 mile long and 1/4 mile wide or 80 acres
 1 acre = 4840 square yards
 1 acre = a lot 208.71 feet square

LINEAR MEASURE

1/12 inch = 1 line
 12 inches = 1 foot (ft.)
 3 feet = 1 yard (yd.)
 5 1/2 yards or 16 1/2 feet = 1 rod (rd.) or pole
 16 1/2 feet = 1 furlong (fur.)
 40 rods (660 feet) = 1 statute mile (m.)
 320 yards (5280 feet) = 1 statute mile (m.)
 3 miles = 1 league
 6 feet = 1 fathom
 120 fathoms = 1 cable-length
 7 1/3 cables = 1 statute mile
 5280 feet = 1 statute mile
 6080.2 feet = 1 geographical or nautical mile
 1 geographical mile = 1.15155 statute mile
 60 geographical miles = 1 degree longitude at equator
 360 degrees = circumference of earth at equator

CIRCULAR MEASURE

60 seconds (") = 1 minute (')
 60 minutes = 1 degree (°)
 90 degrees = 1 quadrant
 360 degrees = 1 circumference
 A degree of the earth's surface on a meridian equals approximately 69 miles.

APOTHECARIES' FLUID MEASURE

60 minims = 1 fluid dram
 8 fluid drams = 1 fluid ounce
 16 fluid ounces = 1 pint
 8 pints = 1 gallon

MULTIPLICATION TABLE

1	2	3	4	5	6	7	8	9	10	11	12
2	4	6	8	10	12	14	16	18	20	22	24
3	6	9	12	15	18	21	24	27	30	33	36
4	8	12	16	20	24	28	32	36	40	44	48
5	10	15	20	25	30	35	40	45	50	55	60
6	12	18	24	30	36	42	48	54	60	66	72
7	14	21	28	35	42	49	56	63	70	77	84
8	16	24	32	40	48	56	64	72	80	88	96
9	18	27	36	45	54	63	72	81	90	99	108
10	20	30	40	50	60	70	80	90	100	110	120
11	22	33	44	55	66	77	88	99	110	121	132
12	24	36	48	60	72	84	96	108	120	132	144

Conclusion

Comic books are an amazing combination of reading words and reading pictures. Both comic book reading and making is a form of visual culture that can be used at all grade levels in art education. Comic books are a way of “...relevant discussion of how people might be equipped to deal with complex image making practice and even more complex societal events” (Adams, 1999, p. 75). Bringing comics into the classroom has many opportunities for learning and for student exploration.

For questions and comments please email me at:
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Adams, J. (1999). Of mice and manga: Comics and graphic novels in art education. *Journal of Art & Design Education*, 18(1), 69-75.

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Introduction

Comics are an old form of media that creatively combines writing and images. Comic books are a source of visual culture for people of all ages and an approachable artform. Utilizing visual culture that is relevant to students respects what students' value and also recognizes that art comes in many forms.

Bringing comics into the classroom also supports literacy. With comics students can learn about the parts of a story, character development, narrative writing, and drawing. There are now even more kinds of comics and many opportunities for students to not only consume but be makers and artists. Comics books offer extensive experiences and inspiration for meaning making. I hope this zine serves as a beginning resource guide to bringing comics into the classroom.



Online Resources

The Art of Ed podcast- *Using Comics as a Teaching Tool* (Ep. 093)
<https://www.theartofed.com/podcasts/using-comics-teaching-tool-ep-093/>

Ted Talk- *Comics belong in the classroom*, by cartoonist and educator Gene Luen Yang
https://www.ted.com/talks/gene_luen_yang_comics_belong_in_the_classroom

Art 21 Episode- *Chris Ware in Chicago*
<https://art21.org/watch/art-in-the-twenty-first-century/s8/chris-ware-in-chicago-segment/>

Lynda Barry youtube video *I can't draw*
<https://www.youtube.com/watch?v=Xbpb2cxKhaE>

Lynda Barry lecture *Accessing the Imaginary*
<https://www.youtube.com/watch?v=x5QsOg-7B6w>

Blog on *Women in Comics Statistics*
<https://thanley.wordpress.com/category/women-in-comics-statistics/>

Small Press Expo (A non-profit that supports independent comic artist and publishers, they hold an annual fair in Maryland)
<http://www.smallpressexpo.com/>

Comic Book Legal Defense Fund- is a non-profit organization dedicated to protecting the First Amendment rights of the comics medium.
<http://cblddf.org/>

Articles

Analyzing the Gender Representation of 34,476 Comic Book Characters by Amanda Shendruk
<https://pudding.cool/2017/07/comics/>

How Non-Artists Can Draw: Comics Great Lynda Barry on Teaching Creativity by Nicole Casamento
<http://www.artnews.com/2014/06/05/comics-artist-lynda-barry-on-teaching-non-artists-to-draw/>

F-Word Fun Home by Kim Cosier
The Journal of Social Theory in Art Education, Vol. 37, 2017, pp 4-27

Of Mice and Manga: Comics and Graphic Novels in Art Education by Jeff Adams
Journal of Art & Design Education, Vol. 18(1), 1999, pp. 69-75.

Material Realities in the Basic Writing Classroom: Intersections of Discovery for Young Women Reading Persepolis 2 by Susan Naomi Bernstein
Journal of Basic Writing, Vol. 27(1), 2008, pp. 80-104.

What Is Manga?: The Influence of Pop Culture in Adolescent Art by Masami Toku
Art Education, Vol. 54 (2), 2001, pp. 11-17.

Image, Text, and Story: Comics and Graphic Novels in the Classroom by Rachel Marie-Crane Williams
Art Education, Vol. 61(6), 2008, pp. 13-19.

Why focus on girls & comics?

I have decided to focus on using comics that feature a girls or woman as the protagonist because I see that there is not enough representation of girls in comics. There is also a stereotype that girls don't like comics or that women can't be comic makers. Often my boy students are shocked when I present an artist that is a woman and a comic book artist.

As I have found more comics later in life that reflect me and different experiences, I have realized that comics are a medium that I love. Making a comic feels more relatable then writing a paper. Comics can make hard topics personal and engaging. I also feel that in my experience as a teacher- girls tend to get left behind. If a student gets their work done and stays on task, we often do not spend as much focus and time on them. As a teacher I want to bring in more art and resources that reflect the lives of all students. I already know that a lot of my male students love comics, so I choose to focus on comics that are written by women to break barriers in gender and artmaking. I hope that by bringing in different kinds of stories and artists, that I can expand what art means to my students and maybe they can realize that art belongs to them.

Why Comics Have Been Ignored

In the recent years comic books are more recognized as a legitimate form of writing and art than in the past. Often growing up I heard from adults that reading comics was a waste of time and also was not appropriate for kids to consume. This negative attitude of comics comes from a couple of sources but in particular from German-American psychiatrist Fredric Wertham.

Dr. Wertham worked with disadvantaged youth in the United States. He noticed in his research that many of these young men enjoyed reading comics. Wertham believed that comics were one of the causes of juvenile delinquency, due to the violent graphics in comics. He published his findings in the book *Seduction of the Innocent* (1954). His criticism of comics influenced a U.S. Congressional inquiry into the comic book industry. The comic book industry in response to the inquiry decided to self-censor. They created the Comics Code which approved any comics that would be published. For a few decades comics did suffer because of this censorship but spurred the creation of underground comics in the late 1960s. Underground comics were able to self-publish without the Comics Code of approval. Over the decades the attitude of comics has fortunately shifted for the better.



Book Resources

Experiencing Comics: An Introduction to Reading, Discussing, and Creating Comics
by Rachelle Cruz

CBLDF Presents Manga: Introduction, Challenges, and Best Practices
Edited by Melinda Besai

Understanding Comics: The Invisible Art
By Scott McCloud

Comics and Sequential Art: Principles and Practices from the Legendary Cartoonist
By Will Eisner

Understanding Rhetoric: A Graphic Guide to Writing
By Elizabeth Losh, Jonathan Alexander, Kevin Cannon, & Zander Cannon

Cartooning: Philosophy and Practice
By Ivan Brunetti

Animated Cartoons

Animated cartoons are the sister form of visual media to comics. Sometimes students become introduced to comics through cartoons. For example, before Japanese film director Hayao Miyazaki created animated films, he wrote the manga *People of the Desert* in 1969. Here is a short list of animated cartoons featuring strong lady characters and some made by women.

Adventure Time- A recent favorite shown on cartoon network. The cartoon features a lot of smart and strong female characters such as Princess Bubblegum (who is also a scientist), Marceline the Vampire Queen, and Lumpy Space Princess.

Daria- A cartoon that ran 1997-2002 on MTV. Daria is a sarcastic teenager, and the show pokes fun at high school.

Steven Universe- A cartoon created and animated by Rebecca Sugar. “It is the coming-of-age story of a young boy, Steven Universe, who lives with the Crystal Gems—magical, humanoid aliens named Pearl, Garnet, and Amethyst. Steven, who is half-Gem, has adventures with his friends and helps the Gems protect the world from their own kind.”

Lotte Reiniger- A German film director who created over 40 films with paper silhouette animation in the 1920s-1980s.



Lillian Friedman Astor- First American female studio animator at Fleischer Brothers' studio. She worked on Betty Boop, Popeye, and more.

Comics & Literacy

Teaching comic book making to students supports literacy, encourages different types of drawing, and combines writing and pictures artfully.

Comic books can explore complicated human experiences that are important but often challenging to learn about (such as the Holocaust in *Maus*, or the bombing of Hiroshima in *Barefoot Gen*). Often art educators will team with English or Language Arts teachers to work on a project together. Students could write in one class and work on drawings in the art class. Interdisciplinary projects teaches students that subjects and topics are connected and that reading and writing are part of many areas of learning.

Reading comics is as much about reading the words as it is about reading the pictures. Comic books are a way of thinking that can get students to see how many elements (characters, setting, action, etc.) in a story are connected. Reading and making comics in art education can be one-way students create their own art based on their own stories and can be empowered to create work that is relevant to who they are.

Language & Symbols in Comics

Before humans gave meaning to sounds and more sophisticated forms of writing such as hieroglyphics, and the Roman Alphabet, we created pictures to represent objects, animals, people, etc. In comics, we read words just as much as we read the pictures.

Semiotics, the study of symbols and signs, is an interesting lens to view comics books with. I often use the example of a stop sign. The stop sign does have “stop” written on it, but it is often the big red, hexagon shape that gets my attention. Just as I can read the writing of “stop”, I also read the shape of the stop sign. Comics are a great way for students to see the connection between language and images. Comics are an engaging form of reading because of the use of words and pictures.

Children also tap into using pictures to tell stories. Children draw before they write. When children describe drawings to me, they are rich in narrative. Already children are story tellers. Comics are a way to tap into this story telling but also make it richer by helping the students be sensitive to how the words and pictures act independently, but also interactively.



Some Comics to Start With

Here is a selection of comics that might be incorporated into the classroom. Some are mature and well suited for the high school level.

My Favorite Thing Is Monsters by Emil Ferris
Set in the 1960s in Chicago, the story is a fictional graphic diary of 10-year-old Karen Reyes who tries to solve the murder of her mysterious neighbor.

The Complete Maus by Art Spiegelman
A Pulitzer Prize-winning comic that is autobiographical of Spiegelman's father's survival of the Holocaust during WW2.

Your Illustrated Guide To Becoming One With The Universe by Yumi Sakugawa
A guide to mindfulness, self-love, and connecting to the world and universe.

Fun Home: A Family Tragicomic by Alison Bechdel
An autobiographical story of Bechdel's dysfunctional family life and her coming to terms with her identity.

Nursery Rhyme Comics: 50 Timeless Rhymes from 50 Celebrated Cartoonists Ed. by Chris Duffy

Persepolis: The Story of a Childhood by Marjane Satrapi
An autobiographical story of Satrapi's youth in Iran during the uprising.

Syllabus: Notes from an Accidental Professor by Lynda Barry
A collection of images and lessons Barry uses with her students that explore how the brain, hand, and drawing are connected.

Through the Woods by Emily Carroll
A collection of five dark tales written and drawn by Carroll.

Supplies

A lot of supplies used for making comics are typically in the classroom (paper, pencils, color pencils, markers, etc.). But there are a few extra supplies that could be fun for students to try.

- Staedtler non-photo pencil- a blue pencil used for sketching that when inked over with a black pen will not show up in photo copies.
- White plastic eraser, such as the Staedtler Mars eraser or the Pentel polymer eraser. It makes crisp erasures.
- Pentel black felt tip marker-it creates really nice black lines that don't bleed through most papers.
- White gel pen- used for fine corrections
- Sumi ink- black ink to inking lines and creating black to gray washes.
- Watercolors- a nice addition to
- Prismacolor color pencils- nicely pigmented coloring pencils.
- Faber-Castell pitt artist pen- I like to get the range of grays for creating shadows.
- Pentell Arts Pocket Brush Pen-nice brush tip pen, comes with refillable cartridge.
- Pentel Fude Brush Pen-another nice brush ink option, you can refill with your own ink.
- Sakura Micron pens- pens that come in a range of nib sizes, you can get really fines lines with these pens.
- Tracing paper

Lesson Ideas

There are so many options to working with comic books. A few lessons and projects are:

- Create a flip book
- One-page comic
- Mini-one-page zine
- Narrative Arc comic (exposition, rising action, falling action, climax, and resolution)
- Team students into partners of two, one is the writing and the other is the drawer. Then switch.
- Character Sketch (have students start by drawing a character, then have students create a story for that character. You can swap character drawings).
- A day in the life (have students tell a short story about themselves)
- My Hero (have students interview a person they look up to and have them create a comic about that person)
- Self-portrait comic print (students create a self-portrait print and then add drawn embellishments and comic symbols to extend their portrait).

Examples of Student Work

